U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13HI3

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mr. Todd Watanabe

Official School Name: Blanche Pope Elementary School

School Mailing Address: 41-133 Huli Street
Waimanalo, HI 96795-1714

County: Oahu State School Code Number*: 324

Telephone: (808) 259-0450 E-mail: todd_watanabe@notes.k12.hi.us

Fax: (808) 259-0452 Web site/URL: sites.google.com/site/bpespueo/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Kathryn Matayoshi Superintendent e-mail: kathryn_matayoshi@notes.k12.hi.us

District Name: Windward District Phone: (808) 233-5700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Donald Horner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 180 Elementary schools (includes K-8)
   - 39 Middle/Junior high schools
   - 43 High schools
   - 24 K-12 schools
   - 286 Total schools in district
2. District per-pupil expenditure: 11576

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	3	2	5
K	22	17	39
1	15	17	32
2	17	13	30
3	15	20	35
4	18	8	26
5	14	16	30
6	15	16	31
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			228

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
3 %	Asian
0 %	Black or African American
6 %	Hispanic or Latino
86 %	Native Hawaiian or Other Pacific Islander
1 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 15%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2011	235
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 4

Number of non-English languages represented: 1

Specify non-English languages:

Japanese

9. Percent of students eligible for free/reduced-priced meals: 89%

Total number of students who qualify: 202

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 28

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	4	Specific Learning Disability
2	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	10	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	14	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	6	2
Paraprofessionals	3	7
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	7	3
Total number	31	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	92%	91%	92%	93%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Blanche Pope Elementary, a small, rural school located on Hawaiian Homestead land in beautiful Waimanalo, Hawaii, was established in 1965. We serve students in Pre-K (special needs) through the sixth grade and also offer Na Pono No Na Ohana, a comprehensive family education program whose goal is to improve social, economic, and educational opportunities for families. Pope's staff, parents, and community members are committed to providing the highest quality of education for our students. Our focus is on administering an educational program that is rigorous with enriching learning experiences for all students. The goal for our school is to develop the "whole child", academically and socially.

Blanche Pope Elementary School's vision, "E Kulia I Ka Pono Loa" – Strive for Excellence, reflects the spirit of our staff and students. We are a culturally responsive school that provides students with a strong foundation for future academic and life endeavors. Students are respectful, cooperative and active participants in a student-centered curriculum that integrates technology, collaboration, and problem-solving. We believe that through perseverance and hard work, all students will develop the confidence to succeed as problem solvers, critical thinkers, and collaborative learners in their community, making a difference through care and concern for all.

Blanche Pope serves 233 students, who include 87.3% Native Hawaiians, 8.7% Asian/Pacific Islanders and 4% Black, Portuguese, Hispanic and White. 85% of students receive Free/Reduced-Price Lunch, 14.2% receive Special Education services, 1.3% English Language Learners (ELL) and 74.4% of kindergarteners attended preschool. Blanche Pope is a full inclusion school.

We at Blanche Pope Elementary embrace a collaborative, continuous improvement process dating back to 1993 when the school elected to become an Accelerated School. A steering committee and an overall decision-making body called School as a Whole (SAW) became the governance of the school with cadres working on established priorities. In 1997, through a managed inquiry process, the School Improvement Design Cadre adopted the Success For All (SFA) Reading Program, which focuses on structured lessons, phonics, student engagement, ability grouping, and ongoing professional development. Blanche Pope adopted SFA Math and World Lab (a combined science and social studies curriculum) in 1999 to better align our math curriculum to the Hawaii Content and Performance Standards III (HCPS III); our SAW adopted enVisionMath, a daily problem-solving interactive math program in 2007. At this same time, a small cadre of teachers was introduced to the Professional Learning Team (PLT) concept. The school moved from cadres to PLT's in 2008 and retained its monthly SAW meetings for all stakeholders. Planning, collaboration, formal and informal discussions, articulation, meetings, and shared decision making have helped us continue to set high expectations in reading and math for our students and our teachers.

A District Instructional Learning Team (ILT) initiative facilitated our school-wide SMART-e goal in math in 2010. Through research on best practices, CRA (Concrete, Representational, Abstract) was selected as our powerful instruction practice (PIP) to support us in meeting our Math SMART-e goals. Our ILT is committed to high expectations for our students and staff. To that end, our PIP is changing to open-ended questioning. The ILT is currently researching how best to implement this practice and will roll out its use in SY 2013-2014. We are invested in the implementation of a comprehensive and challenging curriculum that meets the HCPS III and prepares our students to meet the challenges of the Common Core State Standards (CCSS). Through mentoring in grade-level meetings (Hui), we are addressing character development with an emphasis on Hawaiian values.

This journey was not taken lightly or alone. Jointly with our many partners, we continue to achieve much.

- Pihana Na Mamo: assists our Native Hawaiian children to read using research-based practices.

- Reading First: provides monies, personnel, and professional development.
- Title I: provides personnel, materials, professional development, and family engagement resources.
- Kamehameha School's Literacy Instruction and Support: focuses on writing.
- Hawaiian Studies in Grade K-3 addresses Hawaiian culture and language instruction.
- Castle Foundation grant: gives opportunities for math professional development with the University of Hawaii Lab School,
- College For Every Student (CFES): supports professional development, field trips for students to visit local college campuses and service.\
- E Ola Pono: provides opportunities to participate in gardening, film making, and T-shirt designing for grade three students.
- School Community Based Management (SCBM): develops avenues to receive input and share ideas with our families and community partners.

Target, Joyful Church, Queen Liliuokalani Children's Center, Hawaii Job Corps Center, Waimanalo Agriculture Association, Junior Achievement, University of Hawaii, and Waimanalo Health Center are also community members of our school.

Additionally, a variety of co-curricular programs are available for all students, including A+, afterschool tutoring, and summer reading/math programs.

Blanche Pope is proud to have a stable and caring instructional team. Their commitment and dedication in challenging our students to grow and succeed are what has propelled us to earn the 2012 Hawaii Distinguished School's Award and the 2012 National Blue Ribbon School nomination.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. A standards-based criterion-reference assessment to measure student performance in the content areas of Language Arts and Mathematics is used. The Hawaii State (HSA) has four proficiency levels:

Level 1: "Well Below Proficiency" means that the assessment results indicate that this student has demonstrated little or no knowledge and skills for the content standard for this grade.

Level 2: "Approaches Proficiency" means that the student has demonstrated some knowledge and skill in the content standards for this grade. With more support and effort, the student should be able to reach the proficient level.

Level 3: "Meets Proficiency" means that the assessment results indicate that the student has demonstrated knowledge and skills required standards for this grade. The student is ready to work on higher levels of this content area.

Level 4: "Exceeds Proficiency" means that the assessment results indicate that the student has demonstrated knowledge and skills that exceed the content standards for this grade. The student is ready for more advanced work in the content area.

The benchmarks for Adequate Yearly Progress (AYP) and for No Child Left Behind (NCLB) requirements were determined by the State of Hawaii Department of Education. It is the goal of Blanche Pope Elementary to meet and/or exceed those goals.

B. Blanche Pope has worked intently on meeting AYP and has made steady progress.

For reading:

SY 2007-08, AYP state goal-58%, Pope AYP-36%, SY 2008-09, AYP state goal-58%, Pope AYP-45%, SY 2009-10, AYP state goal-58%, Pope AYP-60%, SY 2010-11, AYP state goal-72%, Pope AYP-73%, SY 2011-12, AYP state goal-72%, Pope AYP-85%.

For math:

SY 2007-08, AYP state goal-46%, Pope AYP-25%, SY 2008-09, AYP state goal-46%, Pope AYP-28%, SY 2009-10, AYP state goal-46%, Pope AYP-42%, SY 2010-11, AYP state goal-64%, Pope AYP-72%, SY 2011-12, AYP state goal-64%, Pope AYP-70%.

Our HSA results show an overall movement in attaining achievement of HCPS III and NCLB goals. We are equally pleased with the results of our Disaggregated Groups for SY 2011-2012:

Reading: Disadvantaged students Met Proficiency at 83%, Asian/Pacific Islander group Met Proficiency at 84%,

Math: Disadvantaged students Met Proficiency at 68%, Asian/Pacific Islander group Met Proficiency at 72%.

HSA math results indicated the following increases from SY 2009-2020 to 2011-2012:

Grade 6--38.3%, Grade 5--32.0%, Grade 4--20.5%, Grade 3--11.5%.

HSA reading results indicate the following increases from SY 2009-2010 to 2011-2012:

Grade 6--47.1%, Grade 5--22.8%, Grade 4--15.6%, Grade 3--11.8%.

Blanche Pope is committed to the continuous improvement and advancement of our students and staff. To this end, instructional practices continue to be examined. A district focus on the Seven Strategies of Assessment for Learning (A4L), by Jan Chappuis, helped guide us in creating Learning Targets to help students understand what they are learning. Creating quality Learning Targets proved difficult. Training was requested and received from district personnel on including Success Criteria in our Learning Targets. Students learn to self-assess what they are learning and also recognize when they have learned it. Being aware of what they understand is a powerful confidence-builder and prepares them for more rigorous learning. District personnel have been housed at our school for the past two years, providing training and support in the implementation of the A4L strategies. Our school-wide focus was on Learning Targets with each teacher choosing one of the other strategies and creating an action plan. District personnel and the curriculum coordinator observe classrooms and provide feedback on teachers' action plans. Descriptive Feedback was a strategy chosen by many teachers due to its direct impact on student learning.

A directed focus on writing by our principal is coupled with the teachers' focus on math and reading. Articulations were held to help teachers create Constructive Response rubrics. It was agreed that students at all grade levels would implement the rubrics for reading and math constructed responses. A partnership with Kamehameha Schools was formed three years ago to develop writing skills for grades K-3. Through this partnership, two personnel work with our grade-level teachers on creating a writing curriculum based on the CCSS. These writing activities have had a significant impact on student communication.

Grade 4-6 were departmentalized a few years ago, with two teachers teaching math to grades 4-6. Math students are grouped homogenously, resulting in the acceleration of students and providing remediation to students as needed.

2. Using Assessment Results:

Assessment results help drive the vision and mission of our school. HSA scores, formative and summative assessments, and teacher input inform our Comprehensive Needs Assessment which then propels our Academic and Financial Plan. A variety of reading and math data are used to advance instruction. HSA scores inform parents, families, and the community of academic progress. These data help teachers identify strengths and weaknesses in the two areas. Scholastic Reading Inventory (SRI), SFA assessments, Dynamic Indicators of Early Reading Literacy Skills (DIBELS), Data for School Improvement (DSI), and Constructed Response are methods used to collect reading data. Math data collection includes enVision Topic Tests, Quick-Check, problem solving, Constructed Response, and DSI paper/pencil. STAR math assessments will be added in the next school year.

One-to-one assessments for first graders determine phonics skill acquisition, fluency, and comprehension. DIBELS is administered three times a year to students in grades K-3. These data help determine from whom and what interventions are needed. DIBELS results are communicated to parents in a letter explaining what and how testing was completed, the current Benchmarks, what Benchmarks will be addressed next, and how parents can help their child reach the next Benchmarks. HSA reading and 3rd quarter data are used to create If-then statements to predict reading success. Information from the quarterly SRI is used in conjunction with classroom data to determine quarterly regrouping of students. The grouping of students by ability has allowed us to differentiate all learning for our students. Those reading above grade level are challenged in above level reading classes. Daily 20 minute small group tutoring and acceleration focused intervention are provided to students in grade 1-3 who are grappling with reading at their level. In addition to placement, SRI and SFA data are used each quarter to create

action plans to focus instruction. Constructed Response data are collected at the end of each reading cycle. PLTs use this information to select anchor papers, review instructional practices, and to determine what may need re-teaching.

HSA math scores are used to determine strengths and weaknesses by strands, with this information being used to create our Comprehensive Needs Assessment and our school-wide SMART-e goal which steers our Powerful Instructional Practices. In addition, these data are used to identify afterschool tutoring students who need extra focus on strand(s) where weaknesses have been identified. enVisionMath contains daily Quick Checks which gives formative data, allowing teachers to provide differentiated homework and informs them of their next steps and instruction. Data from daily problem solving are introduced and applied to build relevance, a variety of problem solving strategies, and understanding of math concepts. Daily problem solving informs teachers of the variety of strategies students are using to solve problems and helps them recognize areas of need. Math Topic Test data are analyzed and interventions provided for students as necessary. School-wide Constructed Response rubrics are used to grade students' written constructed responses at the end of each cycle. Students use the rubrics to assess their own work.

Information from Thinking Maps, an organizing tool used by students, formatively captures what/how students are thinking, and are used to drive instruction.

An annual meeting held at the beginning of each year, often during Open House, allows teachers to share Pope's grades 4-6 HSA results. Parent/Teacher conferences, held at the end of the first quarter, inform parents of their child's progress with subsequent conferences scheduled as needed. HSA, DIBELS, classroom reading and math data, and SRI and SFA end of quarter formal assessments are used during our Comprehensive Students Support Services evaluations. Data are shared at monthly School Community Council (SCC) meetings for the purpose of sharing and receiving input on areas of intervention, improvement, and resources.

3. Sharing Lessons Learned:

As collaboration is key in what we accomplish at Pope School, great pleasure is taken in nurturing existing and welcoming new partnerships.

We have actively been involved in our district-wide ILT training initiative for the past few years. Each month an ILT complex meeting is coordinated for training and the sharing of ideas and lessons learned. A display illustrating the journey each school has taken is presented annually. A narrator identifies what worked well, what is being worked on, and things that might not have worked as well as planned. The highlight of year one was the creation of our school's math SMART-e goal and identification of CRA as our powerful instructional practice, with student work illustrating its use. ILTs analyzed student work to distinguish quality work for anchor papers to be created and identified. A display was produced to highlight the ILT's journey in instructional leadership. The ILT's function was evaluated by looking at how meeting times were created, how the collection of data was shared with school staff, and what challenges were still to be met.

For the past two years, ILT teams have conducted Walk Throughs at each other's schools. The purpose of a Walk Through is to collect data for the host school; it is also an opportunity to observe other teaching practices, student engagement, and "wall-reading". Following these Walk Throughs, discussions provide feedback to the host school as well as take-aways for observers. Two Walk Throughs have been hosted at our school.

One of our teachers presented "Bridging the Gap: Place-Based Education" at the 2010 Native Hawaiian Education Association Conference. At present, our upper elementary teachers are involved in a videography project that shares our professional journey of cultural collaboration, team teaching, and

differentiation, as well as encompassing Hawaiian cultural values involving ohana (family), lokahi (harmony), and pono (to do what is right). The completed video will be available in the near future.

A monthly meeting is attended by the curriculum coordinator for formal and informal discussions, and the sharing of strategies and practices. Title 1 meetings incorporate formal and informal sharing of family engagement activities as well as the presentation of curriculum materials and practices.

In partnership with the University of Hawaii's Curriculum, Research and Development Group (CRDG), teachers created and shared at the "Calculator Summer Session to Develop Number Sense, Data Analysis and Probability Concepts" at the Hawaii Council of Teachers of Mathematics Conference. Kapalama School teachers attended a summer math program that was hosted through our partnership with CRDG.

4. Engaging Families and Communities:

Open House is an opportunity for families to meet the entire faculty, learn how the school is progressing through sharing of the AYP data, meet with their child's teacher, become familiar with their classroom, and learn about behavioral and educational expectations. Having Open House prior to the school year's beginning, creates a positive and collaborative atmosphere that carries throughout the year.

Curriculum Fair provides a chance for our community, friends, and families alike to share in the appreciation of our students' work. Pope School staff engage in friendly conversations along with classroom prepared videos and student performances. Our library, newly renovated by Target, is a warm, inviting space for families to mingle and enjoy the works of our children.

Ho'ike (show or display) is the most popular event at Pope School. Students showcase their appreciation of their culture and traditions through music and dance. Our parents prepare the Ho'ike court performances and decorate the stage. We welcome this collaboration between our parents, community, and school. Community, state dignitaries, elders, and community partners attend and participate along with our families. There is pride in the air with smiles everywhere; it is truly a time of enjoyment for all.

Parents attend our Quarterly Awards Assemblies where students learn award acceptance protocols and accept reading, math, attendance, and Hawaiian values awards with pride and confidence.

Title I and our Family Engagement Committee coordinate quarterly engagement activities. These fun and creative activities have included Pajama Night (story reading), Math Games (with technology), Science Family Fun Day, Hali'i Kalikimaka (Free Community Partners Christmas Fair with Hooked on Reading, free food, clothing, and donated gifts), technology workshops, curriculum reading workshops, and Family Read Aloud. Through our partnership with Target and the Hawaii Foodbank, our families receive 30 lbs. of monthly food donations for each child. Title 1 distributes Nutrition Nuggets, a monthly newsletter filled with nutritional information and recipes that promote healthy eating and activities that involve the whole family. We have continued support from Costco and Starbucks.

Our various educational partnerships include: Kamehameha Schools K-3 Literacy Program, Partners in Development (PiD), Na Pono No Na Ohana Early Education Program, Pacific Resources for Education and Learning (PREL), Pacific American Foundation (PAF) Project Aloha Aina, Hanauma Bay Coral Reef Conservation, and NOAA online Discovery Education technology, Junior Achievement, the University of Hawaii Department of Asian Pacific Studies and Agriculture, and the Science Mentor/Mentee Project. BPES and our community and educational partners are mindful about building and strengthening our curriculum and content areas with a foundation of culture and place-based learning, while continuing to immerse students in scientific inquiry and related social studies explorations that are relevant and rigorous.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The majority of Blanche Pope's students are from "disadvantaged" backgrounds. It is of utmost importance to give all of our students a caring environment, rigorous curricula, and instruction with high expectations and rich opportunities. These lead to the development of a strong foundation of skills and attitudes to build their future academic and life successes.

The research and standards-based SFA reading program emphasizes cooperative learning. Since its adoption in 1997, modifications have been made to the curriculum to address state and CCSS. In addition to updating the instructional portion of the program, SFA has introduced Member Center, an online data and information site. This site allows teachers to collect authentic (on the spot) data using iPads/Tablets, enter Team/individual data and create Team Celebration certificates with the press of a button. The Kinderroots and Roots instruction includes engaging videos and electronic student exercises. The continued affordability of the consumable Kinderroots and Roots reading materials provide at-home reading materials for daily practice. These curricula are grounded in phonemic awareness, phonics, word reading and spelling, fluency, vocabulary and comprehension. Student success is assessed every 10 days to inform instruction and conduct timely interventions. Wings (grades 2+) readers focus on fluency, vocabulary, and comprehension. The instruction is based on four core strategies: clarification, questioning, summarization, and prediction. Through modeling and think-alouds, teachers guide students to recognize literal and inferential comprehension. Team Talk gives students the opportunity to share what they have learned through partner and independent reading as well as answering questions and sharing connections that they have made to the text.

Blanche Pope uses enVisionMath, a research-based curriculum with K-3 instruction and materials aligned to CCSS. This program emphasizes the use of visual learning animations and interactive hands-on learning that help develop conceptual understanding. Also included are elements of Singapore Math, differentiated instruction, teacher-directed Intervention Activities, plus On-Level and Advanced Center Activities that can be done independently or with little teacher direction. Daily Spiral Review focuses on foundational skills and is an opportunity for distributed practice which leads to improved mastery and maintenance. Problem of the Day provides ongoing practice with a variety of problem types. Problem-solving skills and strategies are presented daily, giving students the chance to apply thinking and mathematical skills. Topic Tests provide data on current instruction and Cumulative Assessments (on four topics) enable teachers to gauge retention of concepts, evaluate interventions, and determine next steps.

Science, social studies, and technology in grades K-3 are integrated with our Kamehameha School's CCSS writing program. Life, earth, and physical sciences are targeted. For the past five years, we have been working with the Pono Schools Project to explore and emulate Hawaiian cultural values with the guiding principle of pono (to do what is right). Cooperating with teachers, administration, students, and their families, culture-based activities are woven into science, social studies, health, and art classes for grades 4-6. Digital media skills are also taught: student-produced videos highlight the school garden, College for Every Student, and a variety of cultural events and activities that engage families and community members.

Hawaiian Studies integrates the learning of the Hawaiian Language, traditions, culture, music, and dance. Our Ho'ike celebration is the culmination of our students' learning. In addition to Ho'ike, students also participate in a winter celebration with music and dance.

Lessons based on the SPARKS Health and Physical Education curriculum are used. Physical movement is taught through Zumba and line dancing. Health and nutrition workshops for students in grades 2-3 are provided by Castle Hospital.

2. Reading/English:

In 1996, the faculty of Blanche Pope determined that their whole language curriculum was not meeting the reading needs of students. The following year, a cadre-managed inquiry process led to the adoption of the SFA reading program with a standards-based Comprehensive School Reform curricula and a focus on structured lessons, phonics, student engagement, quarterly regrouping of students, and ongoing professional development. The SFA Reading Program comprises three programs: Kinderroots, Roots, and Wings. Reading students are grouped by ability which allows for differentiation of instruction for all students. Students reading above grade level are challenged in above level reading classes; students having difficulty receive reading instruction at their level and daily 20-minute small group tutoring intervention with a focus on acceleration.

A "sacred" morning block of 105 minutes is dedicated to reading. SFA lessons are structured to support cooperative learning. Consumable reading materials for phonemic awareness, phonics, and beginning reading, designed for classwork and home use, make reading available in homes where other materials may not be available. Skill development and application are reinforced through Active Instruction and Teamwork. Daily partner and independent reading provides fluency, word reading and clarification practice. Team Talk is a time for teachers to work one-on-one with students and/or teams. During this 40-45 minutes period, teams of students work cooperatively using rubrics to improve their understanding of strategies, and to answer Think and Connect and Write-On comprehension questions. Teamwork is formatively assessed during class discussion with a team member orally reporting for each team. The teacher, a student, or the whole class award points after giving descriptive feedback based on the rubrics. Formative assessment also takes place as the teacher monitors Team Talk and Write-On responses. In addition to classwork, all K-6 students are expected to complete 20 minutes of daily reading homework which is signed by a parent/family member. Homework data are collected and a weekly Homework Award is presented. At the end of the quarter school-wide Reading/Math Celebration, quarterly homework award winners receive their honors.

In addition to the daily formative assessments, Wings, 2nd - 6th grade readers, have end-of-cycle vocabulary and story tests and take the Scholastic Reading Inventory at the end of each quarter. Kinderroots and Roots, 1st grade readers, are assessed one-on-one on basic skills. The Cycle of Effective Instruction, homogenous grouping, ongoing SFA program research, and professional development, coupled with the hard work and dedication of Pope's staff enables our students to establish roots and grow wings.

3. Mathematics:

Following an examination of math curricula by the Curriculum Cadre in 2007, enVisionMath, a daily problem-solving interactive math program, was adopted by SAW for the following year. This program provides visual learning that deepens conceptual understanding by making meaningful connections through a Visual Learning Bridge in every lesson and available e-tools. Strategies include daily data-driven differentiation, ongoing diagnosis, intervention, and embedded vocabulary. The enVisionMath materials for grades K-3 were upgraded to CCSS in 2010.

Daily math lessons provide students with opportunities to develop and refine mathematical understandings using hands-on interactive opportunities (concrete), teacher modeling, videos, and use of multiple strategies to represent learning (representational) and algorithms (abstract). Quick Check, a formative assessment, helps to show understanding of the daily lesson and the need for any re-teaching. Differentiated materials are available for students who have mastered the initial lesson and for those working in small groups with the teacher teaching the lesson in a different way. Smart Exchange, smart board lessons, provides additional strategies and further instruction on current lessons.

Blanche Pope has created a problem solving process based on Singapore math and bar diagramming. Problem solving is included in each lesson and students are asked to solve and create problems from data

presented. Students are required to read and understand a prompt, represent their understanding using academic vocabulary, use complete sentences, and correctly complete their algorithm while problem solving. A rubric has been created to help students understand expectations and present their work to the class for discussion.

enVisionMath's Intervention Kit and a part time teacher (PTT) provide interventions for grades 2-3. Khan Academy and IXL math technologies with oversight by an educational assistant are used for after-school tutoring with students in grades 4-6, uses.

Assessments include Topic Tests and Constructed Responses. Math drives our school-wide SMART-e goal: "85% of students will receive 75% (3) or better on a Math Constructed Response for each Topic". CRA has been our powerful instructional practice for the past three years.

Math students are homogenously grouped in all grade levels with the exception of Kindergarten. As a full inclusion school, our special education teachers co-teach or teach a math group. The flow of students from one group to another is flexible based upon student's needs. In addition, grades 4-6, math, science, and social studies have been departmentalized, allowing two teachers to teach math to grades 4-6. This arrangement allows students and teachers to gain familiarity with academic vocabulary, classroom expectations, and each other.

4. Additional Curriculum Area:

We provide different ways of knowing and learning for our students through visual and performing arts. Our art curriculum intertwines culture, video, art and technology. The arts our students engage in provide them with different ways to communicate ideas and feelings. Our curriculum promotes self-discipline, collaboration and perseverance. Students develop self-discipline when they are learning artistic skills as an individual and collaboration skills when they perform and create artwork with other students. We use our art curriculum as a tool for developing reasoning and problem solving skills which are cultivated when they are engaged in creating, performing, or responding to art experiences. Our Winter Festival, Curriculum Fair, Student Treasure Book Project, School Planner Cover Contest, Ho'ike (May Day) Celebration, Holomua (Graduation) Ceremony, Quarterly Art Poster Contests are the major activities where performing and visual arts are showcased.

5. Instructional Methods:

We believe that learning is social. This supports our school vision that students are respectful, cooperative, and active participants in a student-centered curriculum that integrates collaboration and problem-solving. The SFA Foundation affirms our philosophy through cooperative learning strategies embedded in the program that teachers use to engage students with the academic and social support needed to be community contributors. From our 15-year partnership with SFA, BPES students have benefitted directly from the reinforcement and feedback of their peers. Through cooperative learning strategies, the responsibility for learning is focused on students and teams, allowing teachers more time to work with small differentiated groups or facilitating discussions where all learn together. Teachers strategically use cooperative learning strategies to involve all students and encourage them to work together in groups by listening and sharing ideas that maximize learning by exposure to other's perspectives. Through cooperative learning students actively explore concepts and learning targets by talking, listening, reading, writing, and reflecting.

We believe that our students also benefit from additional time to develop math concepts through hands-on learning activities. The ILT focuses our Math Smart-e goal on including the PIP of the CRA sequence of instruction to ensure students have a systematic understanding of the math concepts/skills they are learning. Teachers continue to implement powerful instruction strategies in the form of CRA for all students who are challenged with learning math, thus allows them to develop a concrete understanding of

the math concept/skill. This promotes the foundation students need to perform math skills that will be understood at the abstract level. The use of manipulatives or concrete objects, drawing techniques/pictures, and managing potential barriers to their mathematical misunderstandings are implemented through explicit teacher modeling.

The ILT provides teachers with professional development related to the instructional methodology of Thinking Maps allowing teachers to both scaffold and add rigor to lessons through open-ended (Socratic) questioning prompts and processes. The implementation of Thinking Maps similarly provides students with higher order thinking skills and the support needed to achieve learning targets using critical thinking. Thinking Maps provide a visual aid for student thinking, interdisciplinary learning, a common language, and meaningful collaboration that supports our vision and core values.

6. Professional Development:

Identifying a need and using data and research to create clear and intentional outcomes, propels our professional development. To address unsatisfactory students reading scores, a decision to adopt the SFA Reading Program was made. SFA's philosophy of ongoing professional development has ensured fidelity to the program's cooperative learning principles and curriculum structures. It provides sharing and reflecting on instructional practices, encourages movement from mechanical and routine implementation to refinement of instruction, addressing standards, implementing new engaging instructional materials, and improving online data collection. Quarterly SMART goals drive instruction. SFA's whole school model provides professional development to improve coaching, supports intervention, and provides behavioral/family support. These professional opportunities ensure that new teachers develop an understanding of best practices in reading instruction and student engagement.

Title 1 furnishes professional development on DIBELS to address students' acquisition of foundational reading skills as early as possible. It provides direction in the use of materials for strategic skill acquisition, comprehension practice, progress monitoring, and parental information of reading progress

The math curriculum was analyzed and determined to be insufficient to fully support HCPS III; consequently, enVisionMath was researched and selected. Professional development has included implementation of the program, materials, ancillary service, and online conferencing. BPES and Maunawili School participated in professional development to improve the understanding of concepts, and how they are presented and supported in the enVisionMath program. enVisionMath's CRA sequence of instruction and Singapore Math strategies were examined. The principal and a group of teachers attended a Singapore Math seminar. We have used the strategies and practices presented to develop our problem solving procedures for our math constructed responses and to support our SMART-e goal. Grades K-3 teachers have attended District Common Core math workshops to better understand and align curriculum and create CCSS assessments.

Professional development is continuous throughout this system as our ILT receives monthly district trainings on improving teacher leadership at the school level. These trainings focus on purposeful academic goals, and provide teachers with the curriculum, instructional, and assessment resources needed to bridge the achievement gap. Staff also receives culturally relevant professional development by community elders, educators, and researchers who inspire us to teach the "whole" child, a concept of self-identity and sense of place.

Elementary Protocol 3: Progressions in Learning explained the structure of CCSS. PLTs use this information to refine learning targets, success criteria, and identify the level of instruction for their grade level.

To support our school vision in reading, writing, and math as well as help students visualize and develop critical thinking, ongoing school-wide Thinking Maps PD is conducted.

In support of our ILT/PLT process, PD has been secured, resulting in attendance at the Stephanie Harvey comprehension workshops, district trainings in Balanced Literacy, Achieve 3000 instruction and demonstrations of the system and its tools.

7. School Leadership:

The leadership philosophy and structure at BPES is rooted in the Accelerated School movement of the 1980's and introduced to us in the mid 90's. Designed to accelerate the learning by at-risk children and improve the educational achievement of minority students, the staff is committed to transforming the school's philosophy from one of isolated classrooms, grade levels, and programs to a culture of whole school cooperation and participation. Extensive building of a collaborative culture has given us research-based, data driven decision-making teams that focus on the diverse needs of all students. A concrete process was developed for staff to work together and take stock in the process, creating a vision, and identifying priority challenge areas for action.

The leadership governance structure still exists in a modified form today through intensive problem solving, staff-driven cadres/committees that address academic/behavioral priorities via the school's academic and financial plan. This plan is overseen by our School Community Council. These cadres/committees are guided by a steering committee or ILT, Instructional Leadership Team, headed by an administrator and grade level representatives, and meet 2-3 times a month. SAW monthly meetings help bind the priority areas and give teacher facilitators an opportunity to report on the committee's progress. SAW is equipped with protocols that are directed by three guiding principles: unity of purpose; empowerment coupled with responsibility; and building on the strengths of students, staff, and parents.

Full participation is encouraged by administration through the inquiry mechanisms that encourage reflection, discussion, perceptions, and collective formulation of action plans that inevitably support the school vision through the PLTs that meet twice a month. This accelerated school system of governance also includes communication and data collection protocols that support transparency and sustainability in all areas related to our school vision. The accelerated school system continues to ensure that policies, programs, relationships, and resources focus on student achievements that remain culturally responsive to our specific clientele in Waimanalo. We challenge our students to be prepared to be effective leaders in the 21st century.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	63	70	52	61	61
Exceeds	19	9	30	47	46
Number of students tested	27	33	33	36	28
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	62	70	57	57	56
Exceeds	19	7	33	43	50
Number of students tested	26	27	30	30	18
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		1
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	6	1	4	2
5. English Language Learner Students					
Meets		Masked			Masked
Exceeds		Masked			Masked
Number of students tested		1			1
6. Native Hawaiian or Other Pacific Islander					
Meets	61	66	50	58	63
Exceeds	17	3	29	45	46
Number of students tested	23	29	28	31	24

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	81	64	70	61	68
Exceeds	44	27	15	11	14
Number of students tested	27	33	33	36	28
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	81	63	73	57	61
Exceeds	42	22	17	7	17
Number of students tested	26	27	30	30	18
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		1
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	6	1	4	2
5. English Language Learner Students					
Meets		Masked			Masked
Exceeds		Masked			Masked
Number of students tested		1			1
6. Native Hawaiian or Other Pacific Islander					
Meets	78	66	68	58	67
Exceeds	48	28	14	13	17
Number of students tested	23	29	28	31	24

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	79	79	59	22	10
Exceeds	10	12	53	7	3
Number of students tested	29	34	34	27	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	80	80	56	18	7
Exceeds	12	13	48	5	3
Number of students tested	25	30	27	22	30
2. African American Students					
Meets			Masked		Masked
Exceeds			Masked		Masked
Number of students tested			1		1
3. Hispanic or Latino Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		3			
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	2	7
5. English Language Learner Students					
Meets			Masked		
Exceeds			Masked		
Number of students tested			1		
6. Native Hawaiian or Other Pacific Islander					
Meets	79	79	59	23	12
Exceeds	10	10	52	8	3
Number of students tested	29	29	29	26	34

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	86	76	71	59	15
Exceeds	41	32	15	0	0
Number of students tested	29	34	34	27	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	84	77	67	59	13
Exceeds	40	37	11	0	0
Number of students tested	25	30	27	22	30
2. African American Students					
Meets			Masked		Masked
Exceeds			Masked		Masked
Number of students tested			1		1
3. Hispanic or Latino Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		3			
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	2	7
5. English Language Learner Students					
Meets			Masked		
Exceeds			Masked		
Number of students tested			1		
6. Native Hawaiian or Other Pacific Islander					
Meets	86	72	69	58	15
Exceeds	41	28	14	0	0
Number of students tested	29	29	29	26	34

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	68	63	36	11	16
Exceeds	13	0	4	3	0
Number of students tested	31	30	28	38	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	69	62	35	9	13
Exceeds	12	0	4	0	0
Number of students tested	26	26	23	33	32
2. African American Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Meets	Masked		Masked		Masked
Exceeds	Masked		Masked		Masked
Number of students tested	2		1		2
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	9	5
5. English Language Learner Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		1			
6. Native Hawaiian or Other Pacific Islander					
Meets	67	62	32	11	13
Exceeds	15	0	4	3	0
Number of students tested	27	26	25	35	39

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	87	70	64	16	36
Exceeds	32	13	11	0	2
Number of students tested	31	30	28	38	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	85	65	65	12	31
Exceeds	35	15	4	0	0
Number of students tested	26	26	23	33	32
2. African American Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Meets	Masked		Masked		Masked
Exceeds	Masked		Masked		Masked
Number of students tested	2		1		2
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	9	5
5. English Language Learner Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		1			
6. Native Hawaiian or Other Pacific Islander					
Meets	85	69	60	11	33
Exceeds	26	12	12	0	3
Number of students tested	27	26	25	35	39

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	62	59	24	19	16
Exceeds	0	4	3	2	0
Number of students tested	34	27	34	48	43
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	55	60	17	11	10
Exceeds	0	4	0	3	0
Number of students tested	29	25	30	38	31
2. African American Students					
Meets	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	1		1		
3. Hispanic or Latino Students					
Meets		Masked		Masked	
Exceeds		Masked		Masked	
Number of students tested		1		2	
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	8	9	3
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Native Hawaiian or Other Pacific Islander					
Meets	62	56	23	17	18
Exceeds	0	4	3	2	0
Number of students tested	29	25	31	42	40

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	82	85	35	46	28
Exceeds	21	19	0	6	0
Number of students tested	34	27	34	48	43
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	79	84	30	42	26
Exceeds	17	20	0	8	0
Number of students tested	29	25	30	38	31
2. African American Students					
Meets	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	1		1		
3. Hispanic or Latino Students					
Meets		Masked		Masked	
Exceeds		Masked		Masked	
Number of students tested		1		2	
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	8	9	3
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6. Native Hawaiian or Other Pacific Islander					
Meets	79	84	35	45	25
Exceeds	24	16	0	5	0
Number of students tested	29	25	31	42	40

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13HI3